**K-5 ELA Lesson Plan**

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| **Teacher:** | | **Grade: 5th** | | | **Date(s)**: September 2012 |
| **Unit Title:**  Reading/Writing Apprentice | | | **Corresponding Unit Task:**  Task 1 | | |
| * **Essential Question(s):** How do readers use what they know about the patterns of text structure to read nonfiction text? * How do readers write in response to reading (reader’s notebook, graphic organizer, etc.) before, during, and after reading to deepen understanding? * Why do authors write informational texts? * How do we engage in collaborative discussion? | | | | | |
| **Materials/Resources** | | | **Essential Vocabulary** | | |
| **Teacher/Student:**  **Teacher:**   * Copy of works cited outline. * *Fear of Frying* poem (see below). * A few books on the different apprenticeships. * Articles on different apprenticeships.   **Students:**   * Copies of work cited outline. * Articles on apprenticeships. * Reading strategies notebook. | | | | **General:**   * **Citing** * **Sources** * **Quote** * **Paraphrase** * **Plagiarism** * **Inference** | |
| **Learning Experience(s)** | | | | | |
| **Gradual Release of Responsibility:**   * Modeled * Shared * Guided Practice * Independent | **Reading**  **Standards:**  **RI.5.1** - Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.  **RI.5.8** - Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s).  **I Can Statement(s):**  I can quote accurately when drawing inferences from a text and effectively site my sources.  **Instructional Plan:**   * Teacher will introduce the purpose of the lesson (to list where we found all our information and quote what the author has said in order to support the information found on the brochure). * Teacher will then connect this to making inferences**.** He or she will make the connection that when we quote what the author has said, we must also infer what he or she meant. * Teacher will then introduce the strategy of making inferences (clues from text and background knowledge). * The class will take a few short notes in their reading strategies notebook. * The teacher will model with a short poem (posted under document camera or a few copies at table groups) how you can pull out what the author is saying and infer the meaning. * Students and teacher will draw a quick inference grid in their reading note book to record quotes and inferences from the poem (what the text says, what I think it means, and why). * Then the teacher will have the students break up into their groups based on their apprenticeship and will explain that they will be citing their sources and quoting the text. The teacher will also explain why we cite sources and why we quote what the author has said. We will have a brief class discussion about **plagiarism, the different resources (websites, articles, etc.) that we can quote texts quotation marks.** * The teacher will then model how to take information found in the articles to cite sources using the poem. * Students will then work together in groups to continue citing their sources and recording quotes on the graphic organizer provided. The teacher will also provide the students with additional books to use in researching their apprenticeship. | | | | |
| **Gradual Release of Responsibility:**   * Modeled * Shared * Guided Practice * Independent | **Writing**  **Standards:**  **W.5.8** - Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources.  **W.5.10** - Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.  **I Can Statement(s):**  I can reference texts to cite sources and quote the text.  **Instructional Plan:**   * See reading plan above. | | | | |
|  | **Word Study**  **NONE** | | | | |
| **Gradual Release of Responsibility:**   * Modeled * Shared * Guided Practice * Independent | **Speaking & Listening**  **Standards:**  **SL.5.1 -** Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others’ ideas and expressing their own clearly.  **I Can Statement(s):**  I can collaborate with my group members and participate in class discussions.  **Instructional Plan:**  See plan above for examples on how the students are collaborating with one another and participating in class discussions. | | | | |
| **Closing/Summarizing Strategy** | To close the lesson, the teacher will let the students share some of their interesting quotes from their articles and books. | | | | |
| **Differentiation Strategies** | | | | | |
| **Extension** | | **Intervention** | | | **Language Development** |
| Students who finish early can find other online resources to cite that is related to their apprenticeship. | | Teacher can pull students as necessary to re-teach citing sources and go through the process with them. Struggling students will also be paired up with stronger students during partner and group work. | | | Visuals (graphic organizers) will be provided for visual learners and there will be various class discussions for verbal learners. |
| **Assessment(s) & Reflection** | | | | | |
| **Assessment(s):**  Informal class discussion and the completion of the graphic organizers. | | | | | |
| **Teacher Reflection:** (Next steps?)  The teacher will use the class discussions and graphic organizers to gauge students learning and prepare for the next lesson. | | | | | |

*Note: This template does not reflect the lesson plans for Guided Reading.*

**Fear of Frying**  
  
The story of my life is sad,  
But I'll tell you, if you like.  
I was born dirt poor in the richest soil  
in a town called Spudsville Pike.  
  
One day I got snatched away from my home  
and then thrown in the back of a truck.  
My eyes could see life on the road was not easy,  
so I smiled and wished myself luck.  
  
I knew that I'd be a success in the world,  
no matter what trials lay ahead.  
I was told that the world would butter me up  
But boy, what a line I'd been fed!  
  
I knew life had taken a turn for the worst  
when I first saw those golden arches.  
Now my hope for the future is fried just because I am  
one of your favorite starches!  
  
WHAT AM I?  
*(C) 1998, Arden Davidson*

http://www.angelfire.com/md/byme/guesswhat/fearoffrying.html